

# External Review Team Process

## Office of Federal and State Accountability Division of Accountability



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP)** **Revised for School Year 2008-09** **Revisions Included**

School: Allendale-Fairfax High School

District: Allendale

Principal: Mr. Curtis Dunbar

**Superintendent:** Ora Watson

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

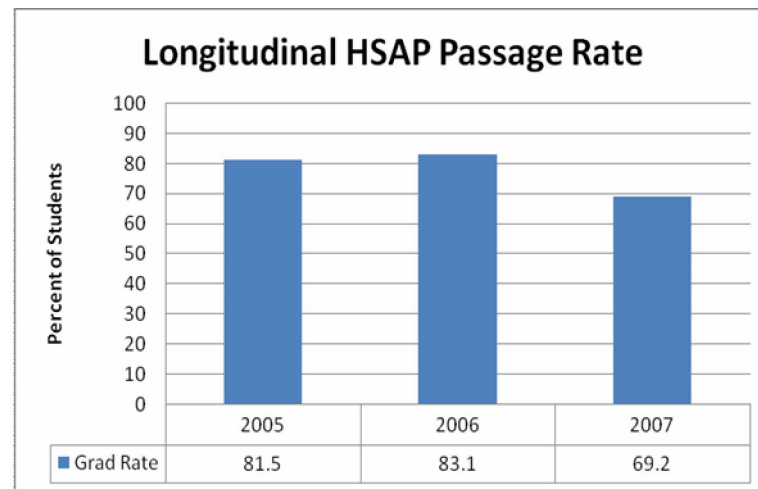
## **Rationale**

### **School Profile**

Allendale-Fairfax High School is located in Allendale County between the towns of Allendale and Fairfax, SC. Allendale-Fairfax High School serves students in the surrounding towns, Allendale, Fairfax, Sycamore, Ulmer, Appleton, Martin and Barton.

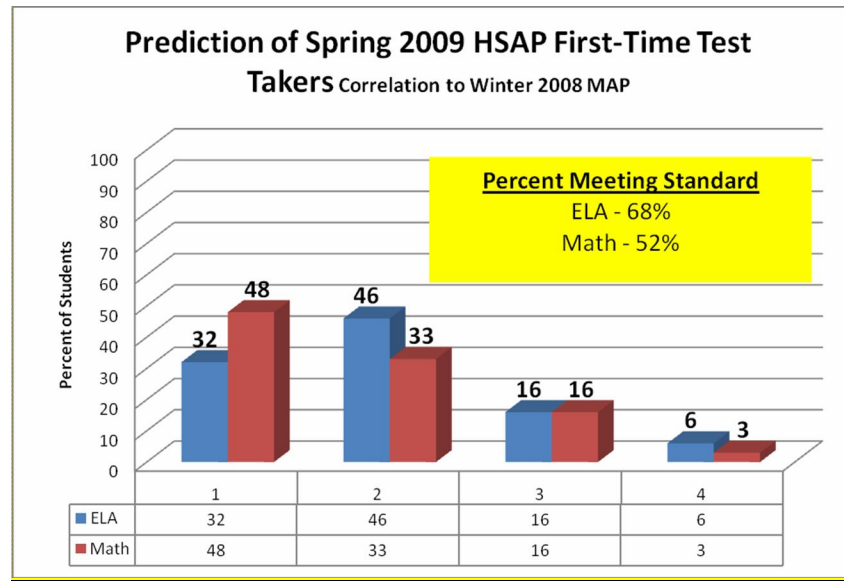
Currently, we serve four hundred nineteen students 94% are African-American, 3% Caucasian and another 3% being Hispanic. Of our student population, 65% receive free/reduced lunch.

There are thirty-seven instructional faculty members, several of whom are from various countries. Countries that these faculty members come from are Spain, Kenya, Philippines, Jamaica, and India.



### **Longitudinal HSAP Passage Rate**

This graph is showing three years of HSAP passage data. The data shows that there has been a decline in number of students who have passed HSAP in a three-year period. This decline in the number of students passing HSAP on their first attempt, supports the need for the goals and strategies that we will implement. In order to meet expected progress, we need to increase the longitudinal HSAP passage rate to 88%.



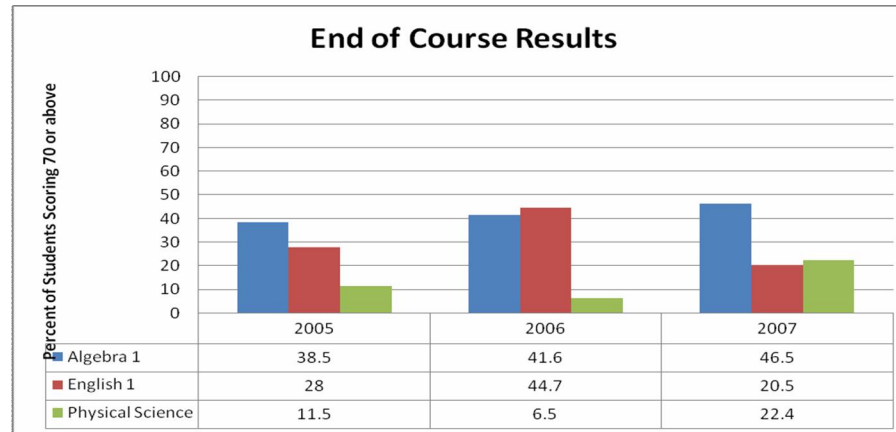
### **HSAP First-Time Attempt**

This chart shows the correlation of MAP and HSAP data. According to MAP, students who score within the 2, 3, or 4-point range are expected to meet standard on the 2009 HSAP test for first attempt. According to our data, 68% of students are predicted to pass the ELA portion of HSAP in the Spring of 2009 and 52% are expected to pass the math portion. This data clearly indicates the need for intervention for this group of students.

On time Graduation Rate		
2005	2006	2007
84.7%	63.6%	61.7%

### **Graduation Rate**

This table shows the decline in Graduation Rate over a three-year period for Allendale-Fairfax High School. An alarming drop of 23% over the three years indicates the need for drastic action.



### **End of Course Results**

According to the data, Algebra 1 End-of-Course results have had an increase over the last 3 years to 46.5% passing with a score of 70 or higher. However, English 1 End-of-Course results declined last year to only 20.5% passing. At the same time, Physical Science EOC results have continued to be problematic.

### **Summary of the Process**

The principal, assistant principal, school-to-work coordinator, department chairpersons, student body representative, the ERTL, and a community member comprise our School Leadership Team. A brief overview of the FSRP process was presented to the Team to begin initial work. Faculty/Staff interviews were conducted to identify strengths and weaknesses in the instructional program at Allendale-Fairfax High School. The School Leadership Team began writing goals for the report by focusing on the data in the school's report card and analyzing the Winter 2008 MAP results. From this data, SMART goals were developed enable our school to meet expected progress for the 2008-09 school year. The Leadership Team identified strategies which will facilitate reaching the goals. The draft document was shared with the entire faculty and feedback was considered in the development of the final plan.

### **Narrative of Meeting Expected Progress:**

The School Leadership Team utilized the Absolute Value Calculator to determine necessary growth for meeting expected progress. We found that increasing the Graduation Passage Rate to 63% would give us 3 points toward the Absolute Value. By maintaining the HSAP First Time Passage Rate of at least 63%, 5 points would be earned. We could earn 2 points toward Absolute Value by increasing the Longitudinal HSAP Passage Rate to 88%. Finally, we needed to increase the EOCEP Passage Rate to at least 42% to earn 3 points. After calculating the absolute value with these percentages, we found that we would increase our Absolute Value rating to 3.1, helping us meet expected progress and attain an **Average** Rating on the 2009 Report Card.

## School Timeline

	Testing	Utilization of Data	Professional Development	Implementation/ Monitoring of Strategies
July 2008			<ul style="list-style-type: none"> <li>• MAP Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit mentors</li> </ul>
August 2008		<ul style="list-style-type: none"> <li>• Conferences with feedback regarding supplemental reading journals</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting MAP Results</li> <li>• ANTICIPATORY SET</li> <li>• Professional Learning Community</li> <li>• Integrated Writing</li> <li>• Curriculum Guide and Standards training</li> </ul>	<ul style="list-style-type: none"> <li>• Assign students to remedial courses</li> <li>• Class rolls will be developed</li> <li>• Syllabus will developed using standards-based objectives</li> <li>• Lesson Plans</li> <li>• Log for media center</li> <li>• Establish reading incentives</li> <li>• Register for Virtual School</li> <li>• Goal setting conferences</li> <li>• ANTICIPATORY SET program begins</li> <li>• Reading and Writing programs begin with incentives</li> <li>• Copies of classroom assessments will be filed.</li> <li>• Mentoring program begins</li> <li>• Meeting with students to review progress in virtual school</li> <li>• HSAP &amp; EOCEP-formatted questions will be used by teachers</li> <li>• Library will operate from 7:30 to 3:30</li> <li>• Log of students in media center</li> <li>• Meeting with parents by guidance with documentation</li> <li>• Develop collaborative teams and a schedule of meetings</li> <li>• Teachers collaborate about assessments</li> <li>• Classroom observations &amp; feedback by administrators</li> <li>• Journal check</li> <li>• Senior Parent Meetings</li> </ul>

				<ul style="list-style-type: none"> <li>• Supplemental reading &amp; logs</li> <li>• Classroom assessments on file</li> <li>• Ensure accurate SASI data &amp; documentation maintained</li> </ul>
September 2008	<ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• Tests for Higher Standards EOCEP Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze MAP Results</li> <li>• Goal Setting with Students</li> <li>• Conferences with feedback regarding supplemental reading journals</li> <li>• Flexible grouping in enrichment &amp; remedial classes</li> <li>• Student incentives for achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Using MAP for Goal Setting</li> <li>• Smart Boards</li> <li>• Professional Learning Community</li> <li>• Tests for Higher Standards Overview &amp; Data</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze MAP &amp; TfHS Data</li> <li>• Supplemental reading for English</li> <li>• Student quarterly writing sample</li> <li>• Journal check</li> <li>• Mentor Visits</li> <li>• Monitor after-school attendance logs</li> <li>• ANTICIPATORY SET</li> </ul>
October 2008	<ul style="list-style-type: none"> <li>• Fall HSAP Testing</li> </ul>	<ul style="list-style-type: none"> <li>• MAP follow up Conferences</li> <li>• Flexible grouping in enrichment &amp; remedial classes</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Classroom Assessments</li> <li>• Professional Learning Community</li> <li>• Positive Discipline &amp; Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>• Students files</li> <li>• Mentoring Program begins</li> <li>• Reward programs for students</li> <li>• Supplemental reading program</li> <li>• Journal check</li> <li>• Monitor media center log</li> <li>• Mentor Visits</li> <li>• Senior Parent Meetings</li> <li>• Monitor after-school attendance logs</li> <li>• Goal setting files from MAP Conferences maintained</li> <li>• ANTICIPATORY SET</li> </ul>
November 2008		<ul style="list-style-type: none"> <li>• Conferences with feedback regarding supplemental reading journals</li> <li>• Flexible grouping in enrichment &amp; remedial classes</li> </ul>	<ul style="list-style-type: none"> <li>• Standards training</li> <li>• Varying instructional strategies/Diff. Inst.</li> <li>• Professional Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>• Student quarterly writing sample</li> <li>• Journal check</li> <li>• Mentor Visits</li> <li>• Monitor after-school attendance logs</li> <li>• ANTICIPATORY SET</li> </ul>
December 2008	<ul style="list-style-type: none"> <li>• MAP Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze MAP &amp; EOCEP Results</li> <li>• Goal Setting with Students</li> <li>• Flexible grouping in enrichment &amp; remedial classes</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>• Reward programs for students</li> <li>• Journal check</li> <li>• Monitor media center log</li> <li>• Mentor Visits</li> <li>• Monitor after-school attendance logs</li> <li>• ANTICIPATORY SET</li> </ul>

		<ul style="list-style-type: none"> <li>• Student incentives for achievement</li> </ul>		
January 2009		<ul style="list-style-type: none"> <li>• Conferences with feedback regarding supplemental reading journals</li> <li>• Flexible grouping in enrichment &amp; remedial classes</li> </ul>	<ul style="list-style-type: none"> <li>• Professional discussion on classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental reading program</li> <li>• Journal check</li> <li>• Mentor Visits</li> <li>• Senior Parent Meetings</li> <li>• Monitor after-school attendance logs</li> <li>• Goal setting files from MAP Conferences maintained</li> <li>• ANTICIPATORY SET</li> </ul>
February 2009		<ul style="list-style-type: none"> <li>• Analyze MAP &amp; EOCEP Results</li> <li>• Flexible grouping in enrichment &amp; remedial classes</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>• Student quarterly writing sample</li> <li>• Journal check</li> <li>• Mentor Visits</li> <li>• Monitor after-school attendance logs</li> <li>• ANTICIPATORY SET</li> </ul>
March 2009	<ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• Tests for Higher Standards EOCEP Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Conferences with feedback regarding supplemental reading journals</li> <li>• Goal Setting with Students</li> <li>• Flexible grouping in enrichment &amp; remedial classes</li> <li>• Student incentives for achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Professional discussion on classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental reading program</li> <li>• Reward programs for students</li> <li>• Journal check</li> <li>• Monitor media center log</li> <li>• Mentor Visits</li> <li>• Monitor after-school attendance logs</li> <li>• Goal setting files from MAP Conferences maintained</li> <li>• ANTICIPATORY SET</li> </ul>
April 2009	<ul style="list-style-type: none"> <li>• Spring HSAP Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping in enrichment &amp; remedial classes</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>• Student quarterly writing sample</li> <li>• Journal check</li> <li>• Mentor Visits</li> <li>• Monitor after-school attendance logs</li> <li>• ANTICIPATORY SET</li> </ul>
May 2009		<ul style="list-style-type: none"> <li>• Flexible grouping in enrichment &amp; remedial classes</li> </ul>		<ul style="list-style-type: none"> <li>• Reward programs for students</li> <li>• Journal check</li> <li>• Mentor Visits</li> <li>• ANTICIPATORY SET</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 1:** By April 1, 2009, using a correlation of Spring 2009 MAP and HSAP data, 63% of first attempt HSAP students will achieve a level of 2 or higher on HSAP.  
*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer MAP assessment, analyze data and use results to plan for instruction.	Principal and Teachers	September 2008	<ul style="list-style-type: none"> <li>Professional development will be provided for teachers to introduce the MAP testing program.</li> <li>MAP Fall assessment will be administered to students in grades 9 &amp; 10.</li> <li>Professional development will be provided for teachers on accessing and utilizing MAP data to drive instruction.</li> <li>Teachers will analyze MAP data and place students in flexible groups for instruction based on identified needs. Teachers will indicate flexible group instruction in their lesson plans.</li> </ul> Curtis Dunbar
Goal setting conferences with students to help them understand where they are and where they have to be.	Teachers	October 2008	<ul style="list-style-type: none"> <li>Student files will be kept of Goal Setting Conferences (indicating dates, areas covered, and signatures).</li> <li>Conferences will be held after each MAP test administration.</li> <li>Files will be kept by ELA and Math teachers. Administrators will review the files in October, January, &amp; March.</li> <li>Teachers will review the files with the students prior to each MAP administration to assess progress in reaching goals.</li> </ul> Theresa Kennedy
Remedial courses, focusing on individual needs based on MAP results, will be required for students scoring below Level 2 on HSAP as	Teachers and Guidance Counselor	August 2008	<ul style="list-style-type: none"> <li>Class rolls will be developed based on MAP results and individual student needs.</li> <li>Instruction will be focused on addressing individual needs from DesCartes.</li> </ul>

predicted by MAP.			<ul style="list-style-type: none"> <li>• ELA and math teachers will keep a folder of lesson plans to indicate skills addressed each week. The folders will be reviewed and monitored by administration once per month.</li> </ul> Theresa Kennedy
Daily classroom ANTICIPATORY SET warm-up activity that will focus on curriculum standards.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• Teachers will indicate the Anticipatory Set activity in their lesson plans. Administrators will monitor lesson plans weekly to ensure inclusion.</li> <li>• Students will keep a journal of daily ANTICIPATORY SET activities to document implementation of strategy.</li> <li>• Teachers will monitor and review the journals and hold bi-weekly conferences with student to provide feedback in reaching goals. Documentation of the conferences will be kept in the journal.</li> </ul> Theresa Kennedy, Curtis Dunbar, & Aisha Williams
Teachers will teach standards-based math and/or ELA lessons.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• Classroom syllabus will reflect dates on which standards will be covered.</li> <li>• Lesson plans will document standards-based lesson taught.</li> <li>• Administrators will conduct at least 10 weekly three-minute walkthroughs to determine whether teachers are teaching standards-based lessons. Administrators will meet with the teacher following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained.</li> </ul> Theresa Kennedy, Curtis Dunbar, & Aisha Williams
ELA teachers will require supplemental reading each nine weeks in grades 9 & 10 to be assessed through tests, compositions and formal presentations.	ELA Teachers & Dept. Chair	August 2008	<ul style="list-style-type: none"> <li>• Students will be required to document supplemental reading in a journal where they reflect weekly on what was read.</li> <li>• A monthly walkthrough will be conducted by administrators to ensure that teachers are requiring students to keep journals. Administrators will conference and provide feedback to teachers. Administrators will review and monitor compositions, tests and presentations and provide feedback.</li> </ul> Theresa Kennedy, Curtis Dunbar, & Aisha Williams
Establish a school wide reading incentive program to encourage increased reading by rewarding students with the highest number of	Teachers	August 2008	<ul style="list-style-type: none"> <li>• A chart will be maintained in the classroom that documents student reading participation.</li> <li>• Students will be required to maintain reading logs of what is read.</li> </ul>

books read.			<ul style="list-style-type: none"> <li>Quarterly activities/incentives will be provided to reward students for participation.</li> </ul> Theresa Kennedy
All teachers will integrate writing weekly into their curriculum, by requiring students to write in complete sentences in journals and writing an essay on each exam.	Teachers	August 2008	<ul style="list-style-type: none"> <li>Lesson plans indicating weekly writing assignment will be maintained by teachers.</li> <li>Teachers will assess these writing assignments using a modified state writing rubric developed by the ELA teachers.</li> <li>A quarterly writing sample for each student will be on file in each teacher's classroom.</li> </ul> Christine Brown
Classroom assessments will include questions phrased in the format of HSAP.	Teachers	August 2008	<ul style="list-style-type: none"> <li>A copy of classroom assessments will be kept on file by teachers to document that questions are phrased in the format of HSAP.</li> <li>Teachers will collaborate once per quarter on classroom assessments to ensure questioning are in HSAP format.</li> </ul> Christine Brown & Richard Terlizzi
Extended hours of operation for the media center to support the reading & writing program by opening 30 minutes before school and closing 30 minutes after dismissal.	Principal and Media Specialist	August 2008	<ul style="list-style-type: none"> <li>A log of students utilizing the media center before and after school will be maintained by the media specialist.</li> <li>Upon signing in, students will indicate what they are working on, assignment, etc. on the log.</li> <li>Administrators will review and monitor the log.</li> </ul> Curtis Dunbar

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: By April 1, 2009, at least 42 percent of students enrolled in EOCEP tested courses will achieve a score of 70% or higher Spring 2009 benchmark Tests for Higher Standards.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
MAP Goal setting conferences with students to assist them in understanding their current performance and to set goals for growth.	Teachers	October 2008	<ul style="list-style-type: none"> <li>Student files will be kept of Goal Setting Conferences (indicating dates, areas covered, and signatures).</li> <li>Conferences will be held after each MAP test administration.</li> <li>Files will be kept by ELA and Math teachers. Administrators will review the files in October, January, &amp; March.</li> <li>Teachers will review the files with the students prior to each MAP administration to assess progress in reaching goals.</li> </ul> Theresa Kennedy
Administer MAP assessment, analyze data and use results to plan for instruction in ELA and Math.	Principal and Teachers	September 2008	<ul style="list-style-type: none"> <li>Professional development will be provided for teachers to introduce the MAP testing program.</li> <li>MAP Fall assessment will be administered to students in grades 9 &amp; 10.</li> <li>Professional development will be provided for teachers on accessing and utilizing MAP data to drive instruction.</li> <li>Teachers will analyze MAP data and place students in flexible groups for instruction based on identified needs. Teachers will indicate flexible group instruction in their lesson plans.</li> </ul> Curtis Dunbar

Administer Tests for Higher Standards Benchmark assessments to determine student progress	Principal Teachers	September 2008	<ul style="list-style-type: none"> <li>Professional development will be provided for teachers to introduce the Tests for Higher Standards testing program.</li> <li>Tests for Higher Standards Fall assessment will be administered to students in enrolled in EOCEP classes.</li> <li>Professional development will be provided for teachers on utilizing Tests for Higher Standards data to drive instruction.</li> <li>Teachers will analyze Tests for Higher Standards data and place students in flexible groups for instruction based on identified needs. Teachers will indicate flexible group instruction in their lesson plans.</li> </ul> <p>Curtis Dunbar</p>
Daily classroom ANTICIPATORY SET warm-up activity that will focus on curriculum standards.	Teachers	August 2008	<ul style="list-style-type: none"> <li>Teachers will indicate the Anticipatory Set activity in their lesson plans. Administrators will monitor lesson plans weekly to ensure inclusion.</li> <li>Students will keep a journal of daily ANTICIPATORY SET activities to document implementation of strategy.</li> <li>Teachers will monitor and review the journals and hold bi-weekly conferences with student to provide feedback in reaching goals. Documentation of the conferences will be kept in the journal.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
Teachers will provide standards-based lessons in Algebra I, English I, Physical Science & US History.	Teachers	August 2008	<ul style="list-style-type: none"> <li>Classroom syllabus will reflect dates on which standards will be covered.</li> <li>Lesson plans will document standards-based lesson taught.</li> <li>At least 10 weekly walkthrough will be conducted by administrators to ensure that teachers are teaching standards-based lessons. Administrators will conference and provide feedback to teachers. Documentation of feedback will be maintained.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
English I teachers will require supplemental reading each nine weeks to be assessed through tests, compositions and formal presentations.	ELA Teachers & Dept. Chair	August 2008	<ul style="list-style-type: none"> <li>Students will be required to document supplemental reading in a journal where they reflect weekly on what was read.</li> <li>A monthly walkthrough will be conducted by administrators to ensure that teachers are requiring students to keep journals. Administrators will conference and provide feedback to teachers. Administrators will review and monitor compositions, tests and presentations and provide feedback.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>

Establish a school wide reading incentive program each nine weeks encouraging increased reading by rewarding students with the highest number of books read.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• A chart will be maintained in the classroom that documents student reading participation.</li> <li>• Students will be required to maintain reading logs of what is read.</li> <li>• Quarterly activities/incentives will be provided to reward students for participation.</li> </ul> Theresa Kenedy
All teachers will integrate writing weekly into their curriculum, by requiring students to write in complete sentences in journals and writing an essay on each exam.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• Lesson plans indicating weekly writing assignment will be maintained by teachers.</li> <li>• Teachers will assess these writing assignments using a modified state writing rubric developed by the ELA teachers.</li> <li>• A quarterly writing sample for each student will be on file in each teacher's classroom.</li> </ul> Christine Brown
Classroom assessments will include questions phrased in the format of EOCEP.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• A copy of classroom assessments will be kept on file by teachers to document that questions are phrased in the format of EOCEP.</li> <li>• Teachers will collaborate once per quarter on classroom assessments to ensure questioning are in EOCEP format.</li> </ul> Theresa Kennedy
Extended hours of operation for the media center to support the reading & writing program by opening 30 minutes before school and closing 30 minutes after dismissal.	Principal and Media Specialist	August 2008	<ul style="list-style-type: none"> <li>• A log of students utilizing the media center before and after school will be maintained by the media specialist.</li> <li>• Upon signing in, students will indicate what they are working on, assignment, etc. on the log.</li> <li>• Administrators will review and monitor the log.</li> </ul> Curtis Dunbar
Science teachers will receive professional development on the new science curriculum guide.	Principal	August 2008	<ul style="list-style-type: none"> <li>• The administrator will receive training on the new science curriculum guide and will provide training for science teachers on the guide.</li> <li>• A consultant will provide additional training and the new curriculum guides for science teachers.</li> </ul> Curtis Dunbar
Science and math course with EOCEP will utilize calculators in classroom instruction.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• The administrator will ensure that EOCEP classrooms have sufficient calculators for instruction.</li> <li>• Teachers will receive training on the use of calculators in instruction.</li> <li>• Teachers will indicate calculator activities in lesson plans at least once per month in physical science and at least once per week in mathematics.</li> <li>• At least 10 weekly walkthrough will be conducted by administrators to ensure that teachers are teaching</li> </ul>

			<p>lessons where students utilize calculators. Administrators will conference and provide feedback to teachers. Documentation of feedback will be maintained.</p> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
Teachers will teach standards-based lessons in US History classes.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• Teachers of US History will receive curriculum standards &amp; professional development on standards.</li> <li>• Administer Tests for Higher Standards Benchmark for US History students.</li> <li>• Analyze data from Tests for Higher Standards.</li> <li>• Teachers will teach/re-teach areas of identified weaknesses.</li> <li>• At least 10 weekly walkthrough will be conducted by administrators to ensure that teachers are teaching standards-based lessons. Administrators will conference and provide feedback to teachers. Documentation of feedback will be maintained.</li> <li>• Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</li> </ul>



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 3: By April 1, 2009, the longitudinal HSAP Passage Rate will be at least 88% as predicted by the correlation of Spring 2009 MAP and HSAP data.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer MAP assessment, analyze data and use results to plan for instruction.	Principal and Teachers	September 2008	<ul style="list-style-type: none"> <li>Professional development will be provided for teachers to introduce the MAP testing program.</li> <li>MAP Fall assessment will be administered to students in grades 9-12 who have not already passed the HSAP exam.</li> <li>Professional development will be provided for teachers on accessing and utilizing MAP data to drive instruction.</li> <li>Teachers will analyze MAP data and place students in flexible groups for instruction based on identified needs. Teachers will indicate flexible group instruction in their lesson plans.</li> </ul> Curtis Dunbar
Ensure that all students who don't pass HSAP on the first attempt are enrolled in remediation courses to address HSAP weaknesses.	Teachers and Guidance Counselor	August 2008	<ul style="list-style-type: none"> <li>Class rolls will be developed based on HSAP &amp; MAP results and individual student needs.</li> <li>Instruction will be focused on addressing individual needs from DesCartes.</li> <li>ELA and math teachers will keep a folder of lesson plans to indicate skills addressed each week.</li> <li>At least 10 weekly walkthroughs will be conducted by administrators to ensure that teachers are teaching standards-based lessons. Administrators will conference and provide feedback to teachers. Documentation of feedback will be maintained.</li> </ul> Pam Kinard
Assign adult mentors for students who do not pass HSAP on first attempt.	Guidance Counselor	August 2008	<ul style="list-style-type: none"> <li>The guidance counselor will recruit adults to serve as mentors for this group of students. The guidance counselor will maintain a file of letters of invitation and other forms of attempts to recruit mentors.</li> <li>The mentors will meet monthly with the students to discuss classroom grades, attendance, and progress</li> </ul>

			<p>toward passing HSAP. Mentors will keep a log of items of discussion for each mentoring session.</p> <p>Coby Brandyburg</p>
MAP Goal setting conferences with students to assist them in understanding their current performance and to set goals for growth.	Teachers	October 2008	<ul style="list-style-type: none"> <li>• Student files will be kept of Goal Setting Conferences (indicating dates, areas covered, and signatures).</li> <li>• Conferences will be held after each MAP test administration.</li> <li>• Files will be kept by ELA and Math teachers. Administrators will review the files in October, January, &amp; March.</li> <li>• Teachers will review the files with the students prior to each MAP administration to assess progress in reaching goals.</li> </ul> <p>Theresa Kennedy</p>
Daily classroom ANTICIPATORY SET warm-up activity that will focus on curriculum standards.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• Teachers will indicate the Anticipatory Set activity in their lesson plans. Administrators will monitor lesson plans weekly to ensure inclusion.</li> <li>• Students will keep a journal of daily ANTICIPATORY SET activities to document implementation of strategy.</li> <li>• Teachers will monitor and review the journals and hold bi-weekly conferences with student to provide feedback in reaching goals. Documentation of the conferences will be kept in the journal.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
Teachers will teach standards-based math and/or ELA lessons.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• Classroom syllabus will reflect dates on which standards will be covered.</li> <li>• Lesson plans will document standards-based lesson taught.</li> <li>• Administrators will conduct at least 10 weekly three-minute walkthroughs to determine whether teachers are teaching standards-based lessons. Administrators will meet with the teacher following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
ELA teachers will require supplemental reading each nine weeks in grades 10, 11 & 12 to be assessed through tests, compositions and formal presentations.	ELA Teachers & Dept. Chair	August 2008	<ul style="list-style-type: none"> <li>• Students will be required to document supplemental reading in a journal where they reflect weekly on what was read.</li> <li>• A monthly walkthrough will be conducted by administrators to ensure that teachers are requiring students to keep journals. Administrators will conference and provide feedback to teachers. Administrators will</li> </ul>

			review and monitor compositions, tests and presentations and provide feedback. Christine Brown
Establish a school wide reading incentive program each nine weeks encouraging increased reading by rewarding students with the highest number of books read.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• A chart will be maintained in the classroom that documents student reading participation.</li> <li>• Students will be required to maintain reading logs of what is read.</li> <li>• Quarterly activities/incentives will be provided to reward students for participation.</li> </ul> Theresa Kennedy
All teachers will integrate writing weekly into their curriculum, by requiring students to write in complete sentences in journals and writing an essay on each exam.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• Lesson plans indicating weekly writing assignment will be maintained by teachers.</li> <li>• Teachers will assess these writing assignments using a modified state writing rubric developed by the ELA teachers.</li> <li>• A quarterly writing sample for each student will be on file in each teacher's classroom.</li> </ul> Christine Brown
Classroom assessments will include questions phrased in the format of HSAP.	Teachers	August 2008	<ul style="list-style-type: none"> <li>• A copy of classroom assessments will be kept on file by teachers to document that questions are phrased in the format of HSAP.</li> <li>• Teachers will collaborate once per quarter on classroom assessments to ensure questioning are in HSAP format.</li> </ul> Theresa Kennedy
Extended hours of operation for the media center to support the reading & writing program by opening 30 minutes before school and closing 30 minutes after dismissal.	Principal and Media Specialist	August 2008	<ul style="list-style-type: none"> <li>• A log of students utilizing the media center before and after school will be maintained by the media specialist.</li> <li>• Upon signing in, students will indicate what they are working on, assignment, etc. on the log.</li> <li>• Administrators will review and monitor the log once per month and provide feedback to the media specialist..</li> </ul> Curtis Dunbar

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 4: By April 1, 2009, 63% of identified students with a 9GR file of "5" will meet On-Time Graduation requirements , as measured by**

- 1. the Fall 2008 HSAP Passage Rate and the correlation of Spring 2009 MAP/HSAP prediction showing a score of level 2 or higher, and**
- 2. transcripts indicating that students are on track for meeting the required 24 Carnegie units.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The guidance department will work closely with the SASI clerk to ensure accurate data.	Guidance Counselor	August 2008	<ul style="list-style-type: none"> <li>Guidance and SASI clerk will receive training to accurately maintain data.</li> <li>A notebook containing all transfers of students and withdrawals will be maintained by guidance.</li> <li>Guidance and SASI clerk will maintain accurate records</li> <li>Administrators will review files monthly to ensure that data is being maintained accurately for students. A quarterly printout from SASI will be checked for accuracy by administrators.</li> </ul> Theresa Kennedy
Meet with parents and students at least three times during the school year to review graduation requirements, status, and discuss student/parent expectations for graduating seniors.	Senior Class Teachers & Guidance Counselor	August 2008	<ul style="list-style-type: none"> <li>The guidance counselor will identify the reason for not meeting graduation requirements</li> <li>A plan of action will be developed by the assistant principal.</li> <li>The guidance counselor will meet with individual students and parents and the plan will be agreed upon by all during conferences.</li> <li>The guidance counselor will maintain documentation.</li> </ul> Pam Kinard & Coby Brandyburg
Ensure that all students are enrolled in appropriate courses to meet the graduation requirements.	Guidance Counselor	August 2008	<ul style="list-style-type: none"> <li>Confer with students at the beginning of the year to review transcripts in comparison to the SDOE graduation requirements needed to be met in order to graduate.</li> </ul> Pam Kinard & Coby Brandyburg

Provide after school or credit recovery classes for seniors to receive additional units to ensure that they have 24 units to graduate on time.	After School Teachers & Guidance Counselor	September 2008	<ul style="list-style-type: none"> <li>Attendance records will be used to monitor the attendance of students assigned to the after school program or credit recovery classes.</li> <li>Counselors will conference with the parents of the students who fail to participate/attend. A record of conferences will be maintained in the guidance office.</li> </ul> <p>Pam Kinard &amp; Coby Brandyburg</p>
Opportunities will be provided for students to enroll in Virtual Schools classes to meet graduation requirements.	Guidance Counselors	August 2008	<ul style="list-style-type: none"> <li>A Virtual Schools coordinator will be trained to enroll and assist students will courses.</li> <li>The coordinator will help monitor student progress in Virtual School courses and provide assistance as needed.</li> <li>A monthly walkthrough will be conducted by administrators to ensure that the coordinator is assisting student with courses.. Administrators will conference and provide feedback to coordinator. Documentation of feedback will be maintained.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will provide professional development for teachers to implement strategies in the Student Achievement Goals, as measured by:**

- 1. 63% of first attempt HSAP students will achieve a level of 2 or higher on HSAP, as measured by a correlation of their Spring 2009 Math and Reading RIT and HSAP scores.**
- 2. at least 42 percent of students enrolled in EOCEP tested courses will achieve a score of 70% or higher on EOCEP tests as documented by student performance on Spring 2009 benchmark Tests for Higher Standards.**
- 3. the longitudinal HSAP Passage Rate will be at least 88% as predicted by the correlation of Spring 2009 MAP and HSAP data, and**
- 4. 63% of identified students with a 9GR file of "5" will meet On-Time Graduation requirements.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Ensure teachers are utilizing support documents on SCDOE website.	Principal	August 2008	<ul style="list-style-type: none"> <li>Teachers will meet with principal and incorporate support documents in their Long Range Plans.</li> <li>Administrator will provide assistance as needed in teachers knowing about documents and where to locate them.</li> <li>Administrator will review Long Range Plans for compliance.</li> </ul> Curtis Dunbar
Provide teachers with professional development to integrate SMART Boards into classroom instruction.	Principal	September 2008	<ul style="list-style-type: none"> <li>Agenda of SMART Board training will be kept.</li> <li>Administrators will conduct weekly three-minute walkthroughs to determine whether teachers are integrating SMART Boards into instruction. Administrators will meet with the teacher following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained.</li> </ul> Theresa Kennedy, Curtis Dunbar, & Aisha Williams
Principal will conduct classroom observations ensure that teachers are teaching standards-based lessons.	Principal	August 2008	<ul style="list-style-type: none"> <li>At least 10 weekly walkthroughs will be conducted by administrators to ensure that teachers are teaching standards-based lessons. Administrators will conference and provide feedback to teachers. Documentation of feedback will be maintained.</li> </ul> Theresa Kennedy, Curtis Dunbar, & Aisha Williams

Principal will monitor lesson plans to ensure that teachers are teaching standards-based lessons.	Principal	August 2008	<ul style="list-style-type: none"> <li>Administrator will monitor weekly lesson plans using On Course System to ensure that teachers refer to standards in their lesson planning. A checklist will be kept to indicate that plans have been checked for compliance.</li> <li>Administrator will conference with teachers needing assistance.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
Provide training for teachers in Differentiated Instruction.	Principal	November 2008	<ul style="list-style-type: none"> <li>Teachers will be given ongoing staff development sessions on Differentiated Instruction. They will be given time to develop a data chart of their students.</li> <li>Administrators will conduct at least 10 weekly three-minute walkthroughs once per month to determine whether teachers are implementing strategies in the classroom. The administrators will meet with teachers following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained by the principal.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
Provide training for teachers on Positive Discipline and classroom management strategies.	Principal	October 2008	<ul style="list-style-type: none"> <li>Teachers will be given ongoing staff development sessions on Positive Discipline and Classroom Management.</li> <li>Administrators will conduct at least 10 weekly three-minute walkthroughs once per month to determine whether teachers are implementing strategies in the classroom. The administrators will meet with teachers following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained by the principal.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
The principal will attend trainings/ workshops on implementing a Professional Learning Community through collaborative meetings to help focus on the school's FSRP goals for 2008-09.	Principal	August 2008	<ul style="list-style-type: none"> <li>Agenda for the training/workshop will be kept.</li> <li>Principal will schedule collaborative team meetings on a weekly basis. Agendas and minutes from meetings will be documented.</li> <li>Team meetings will focus on analyzing progress toward meeting FSRP goals.</li> </ul> <p>Curtis Dunbar</p>

<p>The principal will assist in developing a Professional Learning Community through attendance at weekly collaborative meetings to help focus on the school's FSRP goals for 2008-09.</p>	<p>Principal</p>	<p>August 2008</p>	<ul style="list-style-type: none"> <li>• Agenda for the training/workshop will be kept.</li> <li>• Principal will schedule collaborative team meetings on a weekly basis. Agendas and minutes from meetings will be documented.</li> <li>• Team meetings will focus on analyzing progress toward meeting FSRP goals.</li> </ul> <p>Curtis Dunbar</p>
--	------------------	--------------------	--

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will ensure that teachers are utilizing MAP data to improve student achievement, as measured by:**

- 1. 63% of first attempt HSAP students will achieve a level of 2 or higher on HSAP, as measured by a correlation of their Spring 2009 Math and Reading RIT and HSAP scores.**
- 2. at least 42 percent of students enrolled in EOCEP tested courses will achieve a score of 70% or higher on EOCEP tests as documented by student performance on Spring 2009 benchmark Tests for Higher Standards.**
- 3. the longitudinal HSAP Passage Rate will be at least 88% as predicted by the correlation of Spring 2009 MAP and HSAP data, and**
- 4. 63% of identified students with a 9GR file of "5" will meet On-Time Graduation requirements.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Principal will check lesson plans to ensure that teachers are teaching standards-based lessons.	Principal	August 2008	<ul style="list-style-type: none"> <li>Administrator will monitor weekly lesson plans using On Course System to ensure that teachers refer to standards in their lesson planning. A checklist will be kept to indicate that plans have been checked for compliance.</li> <li>Administrator will conference with teachers needing assistance.</li> </ul> Theresa Kennedy, Curtis Dunbar, & Aisha Williams
Provide training to utilize MAP data and DesCartes for teachers.	Principal	August 2008	<ul style="list-style-type: none"> <li>Teachers will be given ongoing staff development sessions on Differentiated Instruction. They will be given time to develop a data chart of their students.</li> <li>Administrators will conduct at least 10 weekly three-minute walkthroughs once per month to determine whether teachers are implementing strategies in the classroom. The administrators will meet with teachers following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained by the principal.</li> </ul> Theresa Kennedy, Curtis Dunbar, & Aisha Williams

Principal will conduct quarterly MAP data analysis meetings with teachers to determine progress toward meeting student achievement goals.	Principal	October 2008	<ul style="list-style-type: none"> <li>• Agenda of the meetings will be kept as documentation of topics covered.</li> <li>• Teachers will discuss instructional strategies for meeting the needs of identified students.</li> <li>• Administrators will conduct at least 10 weekly three-minute walkthroughs once per month to determine whether teachers are implementing strategies in the classroom. The administrators will meet with teachers following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained by the principal.</li> </ul> <p>Theresa Kennedy, Curtis Dunbar, &amp; Aisha Williams</p>
The principal will assist in developing a Professional Learning Community through attendance at monthly collaborative meetings to help focus on the school's FSRP goals for 2008-09.	Principal	August 2008	<ul style="list-style-type: none"> <li>• Agenda for the training/workshop will be kept.</li> <li>• Principal will schedule collaborative team meetings on a weekly basis. Agendas and minutes from meetings will be documented.</li> <li>• Team meetings will focus on analyzing progress toward meeting FSRP goals.</li> </ul> <p>Curtis Dunbar</p>
Track student improvement in MAP focus areas during the 3 testing sessions (Fall, Winter, & Spring) for improved achievement.	Principal	September 2008	<ul style="list-style-type: none"> <li>• Administrators will maintain a file of student progress on each MAP testing session. The file will be update after each administration.</li> </ul> <p>Theresa Kennedy</p>
Provide Academic Achievement incentives for students with the greatest growth as determined by Winter and Spring MAP testing.	Principal	October 2008	<ul style="list-style-type: none"> <li>• A chart will be maintained in the commons area that documents with the greatest growth on MAP assessments.</li> <li>• Quarterly activities/incentives will be provided to reward students for growth on MAP assessments. Photos documenting awards &amp; activities will be maintained.</li> </ul> <p>Theresa Kennedy</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1:** By April 1, 2009, the district will support successful implementation of the school's instructional programs to improve academic achievement, as measured by:

- 1. 63% of first attempt HSAP students will achieve a level of 2 or higher on HSAP, as measured by a correlation of their Spring 2009 Math and Reading RIT and HSAP scores.**
- 2. at least 42 percent of students enrolled in EOCEP tested courses will achieve a score of 70% or higher on EOCEP tests as documented by student performance on Spring 2009 benchmark Tests for Higher Standards.**
- 3. the longitudinal HSAP Passage Rate will be at least 88% as predicted by the correlation of Spring 2009 MAP and HSAP data, and**
- 4. 63% of identified students with a 9GR file of "5" will meet On-Time Graduation requirements.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development in data analysis of MAP data in K-12.	Assistant to the Superintendent/Meredith Cooler	September 2008	Ongoing professional development in MAP data analysis will be provided throughout the school year geared to grade level groupings to improve teacher analysis of data and enable teachers to meet needs of individual students based on standardized testing performance. Professional Development will be monitored by sign-in sheets, agendas, and evidence of flexible grouping in lesson plans- <i>Professional development coordinator.</i>
Implement STAR Academy and Overage Learning Center Program.	Superintendent/Dr. Ora Watson	August 2008	Participation in computer assisted instructional programs to provide opportunities for overage students in grades 8-12 to work on individualized programs to accelerate student achievement, reduction in the number of overage students in the 8 <sup>th</sup> and 9 <sup>th</sup> grades – <i>STAR Academy Lead Teacher and Alternative Program Director</i>
Implement benchmark tests in Science and Social Studies.	Director of Instructional Accountability/Becky Dukes	September 2008	Purchase Tests for Higher Standards for the district, create Science and Social Studies benchmark tests, provide Professional Development for teachers on using the results of the tests to make instructional decisions. Professional Development will be monitored by sign-in sheets, agendas, and evidence in lesson plans of standards focus based on data. - <i>Professional development coordinator, Director of instructional accountability</i>

Implement and supervise effective instructional delivery in K-12.	Superintendent/ Dr. Ora Watson; Assistant to the Superintendent/Meredith Cooler	August 2008	District level administrative staff will provide professional development on the Lesson Cycle and will purchase and train on software for the Classroom Walkthrough to observe lessons and planning to ensure quality instructional strategies and effective instruction throughout the school year. District Office Administration will support by making 5 observations per administrator per week. Assistant to the Superintendent will review lesson plans on On-Course Lesson Plan websites weekly to make sure the Allendale Lesson Cycle plan is being used to teach standards in all core subject areas. – <i>Superintendent, Assistant to the Superintendent, Education Services</i>
Implement Class Index Goals for all core content teachers in Grades K-10 for accountability.	Superintendent/ Dr. Ora Watson	September 2008	Development of a Teacher Achievement Goal based on MAP growth from Spring 08 to Spring 09 in Math and Reading in Grades K-10 and based on growth on Benchmark growth from Fall 08 to Spring 09 in Science and Social Studies for teachers in grades 3-10 – <i>Director of Instructional Accountability</i>
Monthly Reports to Board of Trustees on the progress of each school's Focused School Renewal Plan.	Superintendent/ Dr. Ora Watson	August 2008	Each principal will give a monthly report to the Board of Trustees on their school's progress toward meeting the goals of their Focused School Renewal Plan (Reports will be in Board minutes and on Board Meeting Agendas) – <i>Secretary to the Superintendent</i>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

**District Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2:** By April 1, 2009, the district will increase educational technology to improve academic achievement, as measured by:

- 1. 63% of first attempt HSAP students will achieve a level of 2 or higher on HSAP, as measured by a correlation of their Spring 2009 Math and Reading RIT and HSAP scores.**
- 2. at least 42 percent of students enrolled in EOCEP tested courses will achieve a score of 70% or higher on EOCEP tests as documented by student performance on Spring 2009 benchmark Tests for Higher Standards.**
- 3. the longitudinal HSAP Passage Rate will be at least 88% as predicted by the correlation of Spring 2009 MAP and HSAP data, and**
- 4. 63% of identified students with a 9GR file of "5" will meet On-Time Graduation requirements.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Purchase and Implement STAR Academy.	Superintendent/Dr. Ora Watson	August 2008	Participation in computer assisted instructional programs to provide opportunities for overage students in grades 8-12 to work on individualized programs to accelerate student achievement, reduction in the number of overage students in the 8 <sup>th</sup> and 9 <sup>th</sup> grades – <i>STAR Academy Lead Teacher and Alternative Program Director</i>
Purchase and Implement benchmark tests in Science and Social Studies.	Director of Instructional Accountability/Becky Dukes	September 2008	Purchase <i>Tests for Higher Standards</i> software for the district, create Science and Social Studies benchmark tests, provide Professional Development for teachers on using the results of the tests to make instructional decisions - <i>Professional development coordinator, Director of instructional accountability</i>
Purchase software and hardware to implement and supervise effective instructional delivery in K-12.	Superintendent/Dr. Ora Watson	August 2008	District level administrative staff will provide professional development on the Lesson Cycle and will purchase and train on software for the Classroom Walkthrough to observe lessons and planning to ensure quality instructional strategies and effective instruction throughout the school year – <i>Superintendent</i>

Secure software program to implement Class Index Goals for all core content teachers in Grades K-10 for accountability.	Assistant to the Superintendent/ Meredith Cooler	September 2008	Purchase a Teacher Achievement Goals software program to create Class Index Goals based on MAP growth from Spring 08 to Spring 09 in Math and Reading in Grades K-10 and based on growth on Benchmark growth from Fall 08 to Spring 09 in Science and Social Studies for teachers in grades 3-10. Goals will be part of the teacher's annual evaluation. – <i>Assistant to the Superintendent, Director of Instructional Accountability</i>
Purchase "I Can Learn" math software and hardware instructional program for all 8 <sup>th</sup> grade math classes and Algebra 1.	Assistant to the Superintendent/ Meredith Cooler	August 2008	Installation of "I Can Learn" math instruction program in the middle school for primary instruction for all 8 <sup>th</sup> grade math classes and Algebra 1. Training and continued support for math teachers – <i>Director of Technology and Professional development coordinator</i>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Title and Description of Each Program and Initiative**  
**Included in the FSRP**

- Measures of Academic Progress (MAP) –is the acronym for NWEA’s Measures of Academic Progress which is a computerized adaptive assessments that provides accurate, useful information about student achievement and growth.
- Smartboard - a product of SMART Technologies. It is a large, touch-controlled screen that works with a projector and a computer. The projector throws the computer’s desktop image onto the interactive whiteboard, which acts as both a monitor and an input device. Users can write on the interactive whiteboard in digital ink or use a finger to control computer applications by pointing, clicking and dragging, just as with a desktop mouse. SMART Board interactive whiteboards are used in education, business and government as an interactive presentation, communication and distance-collaboration tool.
- Virtual Academy - A flexible learning environment which gives students the opportunity to work at their own pace.
- Tests for Higher Standards - end-of-course tests for Early Algebra, English, Physical Science, and United States History and the Constitution. A classroom management system with a class matrix, answer key, and student response sheet is included for each grade and subject. These instructional materials give specific and systematic assessment at each grade level.
- Anticipatory Set – Instruction that begins at the beginning of class period.